

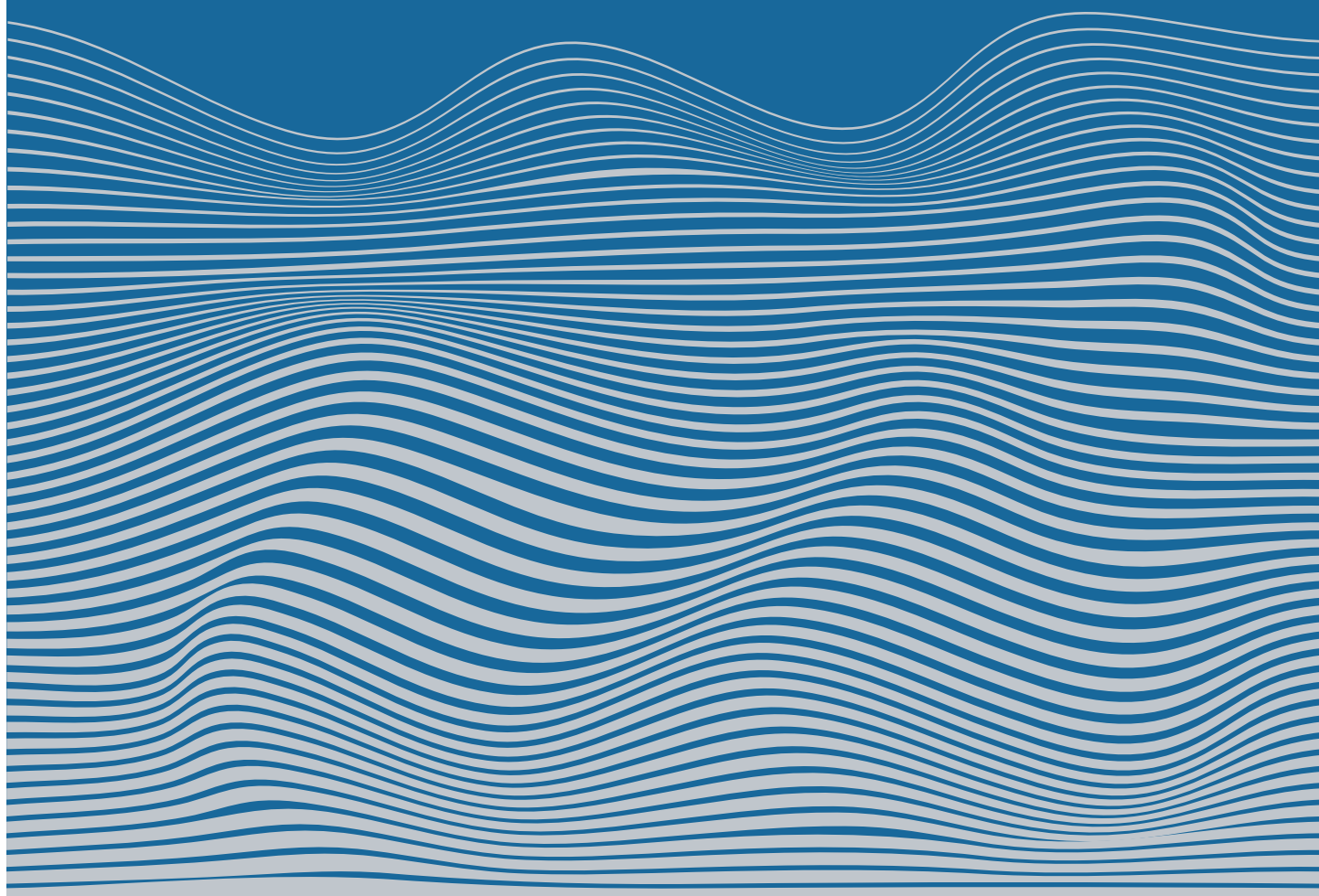


Ontario Undergraduate Student Alliance

The Ontario Undergraduate Student Alliance is a non-partisan advocacy organization that represents the interests of over 160,000 undergraduate and professional, full-time and part-time university students at nine student associations across Ontario.

Two-Spirit and LGBTQIA+ Inclusion

Students pursuing post-secondary education should be free to explore their academic interests and identities during their undergraduate degrees. Yet many Two-Spirit and LGBTQIA+ students eager to engage with their new environments face discrimination, harassment, stigma or exclusion on their campuses due to their marginalized identities. Students of all gender and sexual identities should not have their studies adversely affected by the ignorance of their peers and educators; this is the reality for many Two-Spirit and LGBTQIA+ students. We at OUSA hope that the recommendations in this paper serve as a resource for improving safety and access to post-secondary education for Two-Spirit and LGBTQIA+ students.



THE PROBLEM

Negative Campus and Community Climate

Students are concerned about the safety and inclusion of Two-Spirit and LGBTQIA+ students on campuses across Ontario. The lived experiences and perspectives of Two-Spirit and LGBTQIA+ students have not been historically considered and continue not to be adequately considered in the development of government policies affecting post-secondary institutions and students. For existing policies, there are gaps in institutional policy regarding Two-Spirit and LGBTQIA+ students. Additionally, there are no minimum training and education requirements for students or post-secondary students or staff, including teaching, administrative, and support staff, regarding inclusivity and awareness of Two-Spirit and LGBTQIA+ communities on university campuses.

Students are also concerned that Two-Spirit and LGBTQIA+ students do not have adequate support services on campus. Two-Spirit and LGBTQIA+ students cannot always access academic, service-oriented, and physical accommodations that support their identities and experiences. They may also lack access to adequate resources to manage the physical, psychological, and emotional impacts that may follow an incident of discrimination, harassment, or violence. In these instances, Two-Spirit and LGBTQIA+ students may not be fully aware of the process of filing a formal report of discrimination, harassment, or violence within their institutions, with campus police, and with local police services.

When services are available, staff may be inadequately prepared. Support staff are not required to undergo training or receive education specific to Two-Spirit and LGBTQIA+ student barriers and concerns. They are, therefore, not always well-informed on how

best to support Two-Spirit and LGBTQIA+ students. Additionally, Two-Spirit and LGBTQIA+ students with intersecting identities are often underrepresented and underserved through on-campus support and services. Due to these circumstances, Two-Spirit and LGBTQIA+ students may not feel comfortable submitting a support request but still wish to seek resources confidentially. In many cases, institutions often over-rely on student-led groups to provide support services for Two-Spirit and LGBTQIA+ students.

Two-Spirit and LGBTQIA+ students may experience oppressive or traumatic interactions with campus security personnel or police due to larger systemic and historical oppressions. Two-Spirit and LGBTQIA+ students who occupy multiple marginalized identities, including racialized persons, transgender individuals, and those living with a disability, experience higher rates of police brutality when interacting or attempting to interact with campus security personnel and police. Campus security personnel and police may not have the appropriate training to address institutionalized stigmatization, marginalization, and oppression experienced by Two-Spirit and LGBTQIA+ students during interactions with law enforcement.

Students are concerned about the lack of Two-Spirit and LGBTQIA+ spaces on their campuses. Universities often do not dedicate permanent physical space for Two-Spirit or LGBTQIA+ groups. Those with dedicated space often lack the ability to maintain them, compromising the integrity of an environment where Two-Spirit and LGBTQIA+ students should feel comfortable, safe, and free from discrimination or harassment. A lack of consistent education, information, and awareness about Two-Spirit and LGBTQIA+ identities at post-secondary institutions across Ontario contributes to the ongoing stigmatization, marginalization, and oppression of Two-Spirit and LGBTQIA+ students, which impacts the abilities of these spaces to fulfill their intended functions.

When LGBTQIA+-specific spaces and services are present on campus, they often have little knowledge of the experiences and perspectives of historically marginalized groups, including, but not limited to, Two-Spirit identity or the unique concerns of Indigenous communities. Additionally, LGBTQIA+ student centres often lack representation for racialized students due to the racism and xenophobia that can exist within LGBTQIA+ communities on campuses. Further, some Two-Spirit and LGBTQIA+ spaces may not have adequate anonymity measures to ensure students access the services. These concerns may also apply to intersex individuals as they may be more hesitant to seek help or feel excluded from LGBTQIA+ services if they do not personally identify as a part of the queer community.

Students are worried about athletics experiences for Two-Spirit and LGBTQIA+ students. Many aspects of athletics can create barriers for or negatively impact, Two-Spirit and LGBTQIA+ students, especially gender-diverse individuals. Experiences of discrimination and harassment deter students from accessing athletic facilities on campus.

Many Ontario universities and recreational facilities are not adequately equipped with all-gender washrooms or change rooms. When available, all-gender washrooms are not always well-signed or easily accessible to students. Additionally, menstrual products, menstrual product disposal units, and infant change tables are often not included in male-designated or all-gender washrooms. This serves as an issue because when gender-diverse students do not have access to safe washroom space, they are at a greater risk for mental and physical health concerns and verbal, physical, and sexual aggression. Change rooms can be a large barrier to participation for many transgender or gender non-conforming people. They frequently experience societal prejudice, which may result in harassment, discrimination, and

safety concerns when utilizing washroom facilities. Facilities like aquatics centres are typically only accessible through binary-gendered change rooms or locker rooms, creating additional access barriers.

Students are concerned about housing and residence opportunities for Two-Spirit and LGBTQIA+ students. Two-Spirit and LGBTQIA+ students are often forced to apply for housing arrangements that are based on binary divisions of gender. As a result of their identity, Two-Spirit and LGBTQIA+ students can experience multiple forms of ongoing harassment and threats to their safety while living in post-secondary residence spaces. There is also a lack of institutional support for transgender and gender non-conforming students beginning their transition at university who face additional barriers and may no longer identify with the gender identified in their residence applications. The specific housing needs and accommodations of Two-Spirit and LGBTQIA+ students may not be recognized and supported by university administrators. This contributes to the increased rates of precarious housing and homelessness experienced by Two-Spirit and LGBTQIA+ students.

Gaps in Health and Wellness Services

Students are worried about the Two-Spirit and LGBTQIA+ students' access to physical and mental health services. Two-Spirit and LGBTQIA+ students face hardships and unique barriers in accessing a physician who affirms and understands specific medical needs and can provide high-quality health care. Healthcare providers often do not have the knowledge or practice to bridge LGBTQIA+ and Indigenous health care. For transgender individuals as there are systemic barriers to accessing gender-affirming surgeries. Gender-affirming care is not always equal or provided on every post-secondary campus, and a lack of a whole-of-community approach

disconnects them from community resources. If students gain access to life-saving medications and treatments, there are often associated financial barriers that may hinder their efforts.

When students do find health care due to a lack of insurance, moving institutions, or completing post-secondary education, Two-Spirit and LGBTQIA+ students may lose access to their preferred physician and thus lose the relationship they had with them. Further, not all Two-Spirit and LGBTQIA+ students have access to quality online healthcare services due to socioeconomic and geographic barriers or specific care needs.

As Two-Spirit and LGBTQIA+ students struggling with their identity are at higher risk for developing mental health issues, mental health services are essential to their well-being. However, Two-Spirit and LGBTQIA+ students face a disjointed and hard-to-navigate system of services that can create barriers to access. Not every post-secondary institution has Two-Spirit and LGBTQIA+ counsellors trained to work with these students, which may cause a lack of knowledge about these communities' specific issues.

Students are concerned about the coverage of gender-affirming care under the Ontario Health Insurance Plan (OHIP) and the University Health Insurance Plan (UHIP). Not all students have equal access to affordable and necessary medication. OHIP and UHIP lack comprehensive coverage to support Two-Spirit and LGBTQIA+ students, which may force Two-Spirit and LGBTQIA+ students to pay for necessary medical procedures they cannot afford. For

example, gender-affirming wear such as binders and packers are important to improving an individual's well-being but are not currently covered under the Ontario Health Insurance Plan or University Health Insurance Plan. Insurance does not necessarily cover all HIV/AIDS medications and gender-affirming care. As a result, some Two-Spirit and LGBTQIA+ students pay out of pocket for gender-affirming care such as Hormone Replacement Therapy.

Students are further concerned about the availability of community wellness resources and the quality of sex education in Ontario. The current Ontario education curriculum for grades K-12 does not provide students with a comprehensive and accurate understanding of safe sex, same-sex relations, and Two-Spirit and LGBTQIA+ identities, meaning that many students are uneducated about the barriers to sexual equality and recognition facing these communities. At the university level, Two-Spirit and LGBTQIA+ students hesitate to access wellness safe-sex supports offered on their campuses.

Ineffective Policies

Students are concerned about the lack of Two-Spirit and LGBTQIA+ consideration in provincial policies. Current sexual violence and harassment policies do not account for the unique risks and experiences of Two-Spirit and LGBTQIA+ individuals. Two-Spirit and LGBTQIA+ students are at a higher risk for sexual violence, harassment, and gender-based violence. These risks are heightened even further for those with intersecting marginalized identities.



However, students may not feel safe disclosing sexual violence trauma to their university departments or authority figures due to possible repercussions. Two-Spirit and LGBTQIA+ students may also hesitate to access support due to the lack of gender-diverse resources across various campuses and institutions.

Financial aid policies in Ontario fail to consider the challenges many Two-Spirit and LGBTQIA+ students face. The Ontario Student Assistance Plan (OSAP) structure relies upon familial data for funding calculations, a concern for many students. The existing OSAP application for a family breakdown review places applicants who may be estranged from their families at unnecessary risk for re-traumatization, which has significant consequences for their well-being. In addition, Two-Spirit and LGBTQIA+ students, especially those with intersecting marginalized identities, are more likely to experience financial barriers due to limited access to LGBTQIA+-centric resources, further impacting post-secondary experiences. The resulting financial precarity can negatively impact physical and mental health, academic success, and campus involvement.

Lack of Research and Information

Students are concerned by the lack of institutional awareness about the history of the Two-Spirit and LGBTQIA+ communities and the issues, realities, and challenges that these students continue to face, hindering institutional approaches to inclusion, research and data collection. Due to limited understanding, the unique experiences of Two-Spirit and LGBTQIA+ students are often incorrectly consolidated, leading to the experiences of certain identities within these communities, such as bisexual, pansexual, gender-fluid, and asexual students, inaccurate representation and service. This is harmful because many students do not have limited access to materials about Two-Spirit and LGBTQIA+ information and education.

When institutions attempt to recognize Two-Spirit and LGBTQIA+ students and faculty, it can be performative and overshadow the purpose and benefits of acknowledgment.

There is no framework in place across Ontario post-secondary institutions to ensure the equitable and ethical collection of administrative data regarding students' race, religion, ethnicity, gender identity, sexual identity, or cultural demographics. This results in many issues for gender-nonconforming students navigating post-secondary. There is no standard method across Ontario post-secondary institutions to record changes to students' names, gender, and pronouns on institutions' administrative documentation. Students are often forced to use their dead names if they have not legally changed names. The formal and informal use of deadnames on post-secondary campuses can be harmful, dysphoric, and dangerous; this places undue stress on students, which can impact their ability to fully and authentically engage in their institutional community. The unnecessary use of gendered language on institutional documentation often excludes transgender, non-binary, intersex, dysphoric, and questioning individuals. Forcing non-binary, questioning, and transgender students to disclose their gender assigned at birth can be harmful, dysphoric, and dangerous. Due to hetero-cissexism often being a normative standard, post-secondary institutions may use data collection forms that do not allow an accurate and authentic submission of a student's gender identity, preferred pronouns, and sexual orientation.

Students are also concerned about the reception of research conducted by and about Two-Spirit and LGBTQIA+ students. Undergraduate students researching the Two-Spirit and LGBTQIA+ topics or communities may face difficulty finding a faculty member willing and qualified to supervise this research. When Two-Spirit and LGBTQIA+ students and communities engage in related research

topics, their research is inadequately funded by the provincial government. Additionally, members of the Two-Spirit and LGBTQIA+ community continue to face exclusion within academia and academic research. Conversely, academic research often uses the Two-Spirit and LGBTQIA+ acronym when only including select identities; this research practice generalizes the experiences of Two-Spirit and LGBTQIA+ persons and disregards the unique experiences and identities within the community.

Broadly, post-secondary institutions may not adequately address the needs of international, immigrant, and refugee students who identify as Two-Spirit or LGBTQIA+ due to a lack of research regarding specific needs. There is also a lack of research into the specific needs and desires of students who are intersex, creating institutional barriers to equitable education and post-secondary experience.

Ineffective Training and Education

Students are concerned about campus-wide understanding of Two-Spirit and LGBTQIA+ communities. Students from different regions with varying population densities and cultural disparities may have acclimated to different social climates, which could impact stereotypical perspectives and apprehensive attitudes towards members of both Indigenous communities and LGBTQIA+ communities. Students may not be provided with as comprehensive or available access to these resources and services to understand the barriers Two-Spirit and LGBTQIA+ people continue to face. Additionally, students raise concerns. The concern regarding lack of awareness extends to faculty and staff not using their proper or preferred names in academic settings.

RECOMMENDATIONS

In response to these concerns, students have proposed a number of recommendations that

they believe the provincial government should adopt in order to support the experiences of Two-Spirit and LGBTQ+ students on post-secondary campuses.

Improving Campus and Community Climate and Safety

Students recommend that the provincial government establish an Advisory Committee that is comprised of a diverse group of Two-Spirit and LGBTQIA+ students to advocate and represent these communities. This committee should have one representative from the Ministry of Colleges and Universities and student representatives from university campuses across the province, specifically student representatives who identify as members of the LGBTQIA+ community and/or as Two-Spirit. It should be constituted annually and consulted semi-annually to inform and guide policy developments targeted at improving inclusivity and climate for Two-Spirit and LGBTQIA+ post-secondary students. The Advisory Committee should be supported with relevant resources including, but not limited to, financial investment and personnel resources in the form of community advocates, leaders in identity inclusion, and other campus stakeholders.

The Two-Spirit and LGBTQIA+ Advisory Committee should carry out the following responsibilities:

- Conduct comprehensive consultation with Two-Spirit and LGBTQIA+ students from diverse backgrounds and advocate for policy decisions that would impact Two-Spirit and LGBTQIA+ communities.
- Advise the Council of Ontario Universities in the development of relevant frameworks mandating clear minimum standards for training and education for students, faculty, and administrative staff.
- Participate in a regular review of the Centralized Accessibility Database to ensure that the available information reflects the current needs of Two-Spirit and LGBTQIA+

post-secondary student communities.

- Consult with the Ministry of Colleges and Universities to provide feedback on relevant metrics and performance criteria related to the assessment of Two-Spirit and LGBTQIA+ inclusivity and awareness on post-secondary campuses.
- Consult during the development of any materials that pertain to Two-Spirit and LGBTQIA+ post-secondary student concerns.
- Consult to develop appropriate education and training resources for all frontline post-secondary staff members in university accessibility and accommodation services.

To further improve the experiences of Two-Spirit and LGBTQIA+ students, ask the Ministry of Colleges and Universities to increase Two-Spirit and LGBTQIA+ resources available to post-secondary institutions.

To accomplish this, the MCU should collaborate with the Council of Ontario Universities to provide envelope funding to institutions for the recruitment and retention of individuals with lived experience in Two-Spirit and LGBTQIA+ communities into frontline support roles within university accessibility and accommodation services. They should also provide the funding necessary to facilitate the creation of professional, staff-led support groups for Two-Spirit and LGBTQIA+ students in the case of the absence of a counsellor with a specific lived experience.

To improve the knowledge of support staff, the Council of Senior Administrative Officers Committee under the Council of Ontario Universities should help develop and facilitate the creation of policies or practices that ensure Student Accessibility Services, or their equivalents, address intersecting identities through an anti-oppression lens in academic accommodations. In addition, the MCU should consult with the Advisory Committee on Two-Spirit and LGBTQIA+ Students to develop appropriate education and training resources for all frontline staff members in university healthcare, accessibility, housing,

administrative, and accommodation services.

To ensure community-informed policies, the MCU should consult with individuals with lived experiences in Two-Spirit and LGBTQIA+ communities as well as academic researchers to establish minimum accommodation, accessibility, and inclusivity standards for services directed at Two-Spirit and LGBTQIA+ students at all post-secondary institutions. Further, the provincial government should also provide grant funding to incentivize the expansion of accessible resources for Two-Spirit and LGBTQIA+ students regardless of whether or not they submit a request for support. The provincial government should mandate that institutions clearly communicate to students their options for filing a formal report of discrimination, harassment, and violence within their institutions, with campus police, and with local police services.

Students ask that the provincial government address concerns related to campus security personnel and police. They recommend that the MCU task the Ontario Association of College and University Security Administrators with developing accessible incident reporting tools for Two-Spirit and LGBTQIA+ students. The provincial government should also work with the Ontario Association of College and University Security Administrators and local Two-Spirit and LGBTQIA+ organizations to develop adequate standards to address the issues identified by the Advisory Committee on Two-Spirit and LGBTQIA+ Students. The provincial government should mandate campus security personnel and police utilize all-gender language during investigations or incident reporting.

To improve the awareness of law enforcement in Ontario, students recommend the Ministry of the Solicitor General should update police training courses to include Two-Spirit and LGBTQIA+ inclusivity training, with a focus on the historical oppression of Two-Spirit and LGBTQIA+ communities and the ongoing discrimination faced by these communities, often at the hands of police forces themselves.

often at the hands of police forces themselves. In collaboration with the Ministry of Municipal Affairs, the Ministry of the Solicitor General should mandate campus security personnel and police connect with local Two-Spirit and LGBTQIA+ organizations to develop practices that are suited to the diverse needs of Two-Spirit and LGBTQIA+ communities and are considerate of their unique experiences. Further, the provincial government should encourage the Council of Ontario Universities and the Ontario Association of College and University Security Administrators to consult with students-at-large and relevant student groups when revising current campus security personnel and police training initiatives to include intersecting identity training.

Two-Spirit and LGBTQIA+ students deserve to have spaces on campus to facilitate community building. To this end, students ask the provincial government to make funding available for the establishment of permanent, physical spaces for Two-Spirit and LGBTQIA+ students on university campuses as well as the ongoing costs associated with staffing and maintaining these spaces. The provincial government should also provide grant funding to support Indigenous-led initiatives for Indigenous students identifying as Two-Spirit and/or LGBTQIA+. They should provide envelope funding to Pride groups and services at post-secondary institutions for the creation of intentionally set, all-gender spaces that accommodate all identities and individuals. Further, the provincial government should ensure that Two-Spirit and LGBTQIA+ services in post-secondary institutions uphold inclusion, equity and privacy values, adequately addressing the concerns of ostracization, discrimination, and privacy.

The culture surrounding athletics at post-secondary holds many barriers for Two-Spirit and LGBTQIA+ students. To create more inclusive environments, the Ministry of College and Universities and the Ministry of Tourism, Culture, and Sports, collaborating with post-secondary institutions, should develop a guide

of best practices for inclusive and accessible athletic and recreational spaces on university campuses in consultation with Two-Spirit and LGBTQIA+ organizations. The provincial government should mandate that all athletics staff, including varsity captains and team leaders, receive intersectional training on Two-Spirit and LGBTQIA+ inclusion in athletic spaces and events. The provincial government should also mandate that all athletics staff, including varsity captains and team leaders, receive intersectional training and are further equipped with the skills to appropriately handle harassment reporting concerning Two-Spirit and LGBTQIA+ students. Additionally, the provincial government should support Ontario University Athletics by conducting evidence-based research and developing action-oriented goals regarding the Two-Spirit and LGBTQIA+ student involvement.

Gendered washrooms and changerooms create several barriers to gender-non-conforming students' comfortable participation in campus life. To lessen these barriers, students recommend the provincial government should mandate that all institutions have all-gender washrooms and that all new institutions and infrastructural expansions have dedicated spaces—including recreational facilities—for all-gender washrooms and change rooms that are easily accessible for all students. The provincial government should also mandate that universities display accurate information, neutral symbolism, the location of all-gender washrooms, and accessible resources and accommodations, both physically on campuses in high-traffic areas and online. The provincial government should mandate that menstrual products, disposal units, and infant change tables be accessible in all-gender washrooms. To incentivize these changes, the Ministry of Colleges and Universities should provide capital funding for institutions to renovate existing buildings to provide all-gender accessible washrooms.

All students should have access to safe housing while at university. To ensure Two-Spirit and LGBTQIA+ have this safety, the provincial government should engage with housing professionals and establish best practices for institutions to adopt that ensure Two-Spirit and LGBTQIA+ safety within university residences. The Ministry of Colleges and Universities should also make grant funding available for institutions to ensure that reserving residence spaces for such accommodations do not increase the cost of living for Two-Spirit and LGBTQIA+ students. The Ministry of Colleges and Universities should work with institutions to incorporate solutions to address concerns raised by the Advisory Committee on Two-Spirit and LGBTQIA+ Students as they relate to residence life staff. Further, the provincial government should mandate that any strategic housing and residence plans made by institutions should consider the unique needs of Two-Spirit or LGBTQIA+ students who may be Indigenous, belong to a visible minority, or live with a disability. To support students in precarious housing situations, the provincial government should provide universities with envelope funding to make emergency bursaries for these instances.

Enhancing Health and Wellness

To improve the care Two-Spirit and LGBTQIA+ students receive from medical professionals, OUSA recommends the provincial government create advanced standards for the integration of teaching about Two-Spirit and LGBTQIA+ health needs into the current undergraduate medical curriculum to better prepare physicians who are entering the field. Additionally, the Ministry of Health should mandate campus physicians to receive intersectional training on Two-Spirit and LGBTQIA+ health issues regularly, including comprehensive sexually transmitted infection testing. To ensure Two-Spirit and other Indigenous youth are receiving adequate care, the Ministry of Colleges and Universities should partner with the Ministry of Health, in consultation with Indigenous elders and

Indigenous advocates who are Two-Spirit or under the LGBTQIA+ community, to provide all frontline care workers with cultural-sensitivity training. Further, in collaboration with the Ministry of Health, the Ministry of Colleges and Universities should ensure that all universities have counsellors adequately trained to support Two-Spirit and LGBTQIA+ student needs from a whole-of-community approach.

To ensure Two-Spirit and LGBTQIA+ students have access to information and service providers, the Ministry of Colleges and Universities should mandate that all post-secondary institutions have accessible and standard gender-diverse resources across all campuses. The Ministry of Colleges and Universities should also work with The Ministry of Health to establish specific and accessible platforms for remote counselling to maintain students' relationships with their preferred physicians. To ensure all students have access to gender-affirming care, the Ministry of Colleges and Universities should partner with the Ministry of Health to broaden OHIP and UHIP coverage to include medications targeting and preventing HIV/AIDS, gender-affirming medications, and gender-affirming wear.

To improve community wellness and safe sex education resources, students recommend the provincial government and the Ministry of Colleges and Universities set standards for how information about on-campus sexual health resources for Two-Spirit and LGBTQIA+ students is displayed and promoted to students. In addition, the Ministry of Colleges and Universities encourage post-secondary institutions to have accessible counsellors for Two-Spirit and LGBTQIA+ students such that they have access to their preferred physician when discussing sexual health or sexual violence. To ensure students are entering post-secondary with strong foundational knowledge, students recommend the Ministry of Education mandate that the K-12 curriculum offers resources that can educate students

about safe sex, same-sex relationships, and Two-Spirit and LGBTQIA+ identities before entering post-secondary education.

Strengthening Policies

To ensure Two-Spirit and LGBTQIA+ marginalized voices are considered in policy development, OUSA recommends that the Ministry of College and Universities mandate that institutions across the post-secondary sector develop plans to review and continue collecting data and record-keep anonymous and confidential systems to protect gender and sexually diverse communities. The Ministry of Colleges and Universities should also provide envelope funding to ensure that all post-secondary institutions have an appropriately-funded sexual violence counselling department to actively review and support individuals who disclose sexual violence trauma.

To ensure OSAP considers the unique financial barriers faced by Two-Spirit and LGBTQIA+, OUSA recommends that the provincial government amend the OSAP eligibility process to allow students to declare independent status when they have been out of secondary school for fewer than six years but are estranged from the persons they are dependent on with a trauma-informed application. The provincial government should amend the OSAP family breakdown review process to be trauma-informed, per best practices established by federal and provincial government departments, including Project ECHO by Ontario Mental Health at CAMH and the University of Toronto, the Public Health Agency of Canada, and Public Health Ontario.

Students also ask that the Ministry of Colleges and Universities (MCU) provides envelope funding to universities to develop emergency funds accessible to Two-Spirit and LGBTQIA+ students that may experience financial crises. MCU should also provide

post-secondary institutions funding to create grants, scholarships, and bursaries that Two-Spirit and LGBTQIA+ students can actively apply to for fiscal support. Further, the provincial government should streamline additional community support/resources for active community work within campus cities in combatting stigma against Two-Spirit and LGBTQIA+ students.

Improving Research and Information

To improve the institutional recognition and information available to students regarding Two-Spirit and LGBTQIA+ subject matter, students recommend the Ministry of Colleges and Universities should partner with post-secondary institutions, Two-Spirit and LGBTQIA+ organizations, and Indigenous communities to implement an accessible resource website to share community and institutionally-specific services and information. The provincial government should also create a grant to incentivize and support Ontario post-secondary institutions in developing and implementing web-based resources designed to help the institutionally specific information, services, and needs of Two-Spirit and LGBTQIA+ students to create consistency and accuracy. In addition, the provincial government should create a grant to support post-secondary institutions in hiring faculty and staff that reflect Two-Spirit and LGBTQIA+ identities to promote inclusivity, foster community, and provide lived experiences on campuses. To further incentivize institutions, the Ministry of Colleges and Universities should recognize and honour members of the Two-Spirit and LGBTQIA+ communities through a formal framework to be utilized with EDI-based policies to be continuously researched and used for evidence-based institutional guidance.

Students ask that the provincial government task the Higher Education Quality Council of Ontario with investigating and reporting on the unique barriers faced by Two-Spirit

and LGBTQIA+ students on post-secondary campuses and in education. The Ministry of Colleges and Universities should also consult the Advisory Committee on Two-Spirit and LGBTQIA+ Students to provide feedback on the publication, usage, and distribution of the data collected by the Higher Education Quality Council of Ontario. The provincial government should consult with the Council of Ontario Universities and the Council of Senior Administrative Officers to identify barriers for students attempting to change their names and affirm their gender identity. After consulting the Council of Ontario Universities and the Council of Senior Administrative Officers, the provincial government should make recommendations to post-secondary institutions to address the barriers identified during the consultation process. The provincial government should collaborate with the Council of Ontario Universities to create a standardized framework for name and gender identity processes that are easily accessible to all post-secondary students.

Students recommend the provincial government work with the Higher Education Quality Council of Ontario to conduct research on the quality of current post-secondary courses discussing topics related to the histories and experiences of the Two-Spirit and LGBTQIA+ communities. They should then task the Higher Education Quality Council of Ontario with creating a decolonial and harm-reduction framework to ensure that accurate, high-quality, and inclusive research on Two-Spirit and LGBTQIA+-related topics is conducted in consultation with these

topics is conducted in consultation with these communities. The Ministry of Colleges and Universities should also work with the Tri-Council of Federal research agencies to make specific grant funding available for researchers whose work focuses on Two-Spirit and LGBTQIA+ student identities and experiences and who seek to support, recruit, and retain future student researchers. In addition, MCU should provide grant funding for further research on Two-Spirit and LGBTQIA+ students and students who are intersex to better assess their personal and academic needs. Further, the provincial government should provide research grants that mirror those available at the federal and provincial levels.

Enhancing Training and Education

To improve inclusivity on campuses, OUSA recommends that the Ministry of Colleges and Universities should include a framework of teaching practices and gender-inclusive training for post-secondary education faculty and staff concerning pronoun education. Additionally, MCU should create a training framework to support students' understanding of Two-spirit and LGBTQIA+ communities to maintain a respectful and informed knowledge of identity before and during their time at post-secondary institutions. To support student leaders, the Ontario Ministry of Colleges and Universities should establish training frameworks to address microaggressions and identify the impacts of the bystander effect on post-secondary campuses.

